

REPORT OF THE PRESIDENT

and

Catalogue of Staff and Students

GIRARD COLLEGE

The CITY OF PHILADELPHIA, *Trustee*

FOR THE YEAR 1956

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Ph.D., *University of Pennsylvania*

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Head, Department of Physical Education

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B.S. and A.M., *University of Pennsylvania*

Head, Department of Mathematics

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B.S., *West Chester State Teachers College*.

M.S., *University of Pennsylvania*

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Resident Master, Bordeaux Hall

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B.S. in Ed., *Temple University*

Resident Master in Music

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Housemaster, Secondary School

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Printing

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FERNAND FISEL

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M.A., *Seventh Day Adventist Theological Seminary*, Washington, D.C.

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Resident Master, Banker Hall

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Housemaster, Merchant Hall

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GEORGE H. KELLER, Jr.

B.A., Emory University, Georgia

Resident Master, Merchant Hall

Social Studies

DAVID B. KRESGE

B.A., Pennsylvania State University

Resident Master, Banker Hall

Social Studies

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English

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Department of Business Education

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Housemaster, Bordeaux Hall

Mathematics

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A.B., Waynesburg College; A.M., Pennsylvania State University

English

ELSIE McDANIEL

B.S. in Ed. and M.A., *University of Pennsylvania*
Substitute Teacher in Secondary Education
Social Studies

MIRIAM McGHEE

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B.S. in Ed., *West Chester State Teachers College*
Housemaster, Bordeaux Hall

E. HAYDON PEREIRA

Mechanical Drawing and Trade Drafting

GERTRUDE G. RANIERI

B.S. in Ed., *University of Pennsylvania*
Substitute Teacher of Foreign Languages

ALBERT W. RICHARDSON

B.S., *Boston University*
Resident Master, Junior School
Guidance

MARTIN H. ROTAN

Pattern Making

BENJAMIN ROTHBERG

Phil.B., *University of Kiev*; A.B., *University of Pennsylvania*
Resident Master, Mariner Hall
Guidance and Student Supervision

ALEXANDER F. SCOTT

B.A., *Haverford College*
Resident Master, Banker Hall
English

SAMUEL R. SHIRLEY

B.S. and Ed.M., *Temple University*
Mathematics

GEORGE A. SHUSTER

Foundry and Sheet Metal

JOSEPH J. SHUSTER

A.B., *Franklin and Marshall College*
Resident Master, Merchant Hall
Mathematics

STANFORD G. SUMMERS
B.A., *Ohio Wesleyan University*; B.D., *Yale Divinity School*
Resident Master, Mariner Hall
Social Studies

JOSEPH J. SUNGENIS
B.S., *Temple University*
Department of Business Education

ROSS B. WEST
A.B., *University of California*; M.A., *Yale University*
Resident Master, Mariner Hall
English

WILLIAM F. ZEIL
A.B., *Villanova College*; A.M., and LL.D.(hon.), *Webster University*
Resident Master, Allen Hall
Art

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B.S. in Ed., *Boston University*

GEORGE H. DUNKLE
B.S., *West Chester State Teachers College*; Ed.M., *Pennsylvania State College*
Senior Resident Master, Lafayette Hall
Science

THOMAS H. BRADLEY
B.S., *Springfield College, Massachusetts*
Resident Master in Physical Education

MAGDALENE H. BROSIUS
B.S. in Ed., *West Chester State Teachers College*; Ed.M., *Duke University*
Teacher, Elementary Schools

GRACE H. CAMPBELL
B.A., *Wilmington College, Ohio*
Governess, Elementary Schools

MARTHA R. COOPER
B.S. in El. Ed., *Shippensburg State Teachers College*; Ed.M., *Temple University*
Teacher, Elementary Schools

FLETCHER S. COOPER
B.S. and M.A., *Western Michigan College*
Resident Master, Junior School
Physical Education

HELEN RUSSELL CRAIG
Governess, House Group

DOROTHY DANDOIS
B.S. and M.S. in Ed., *University of Pennsylvania*
Teacher, Elementary Schools

ANNE E. DESOBEAU
Lycee de Jeunes Filles, Mulhouse, France
Governess, Elementary Schools

GERTRUDE L. DETWILER
Mus. B., *Bluffton College*
Governess, House Group

JANET F. DUVAL
Governess, Junior School

LOUISE M. ELKO
B.S., *Columbia University*
Teacher, Elementary Schools

RUTH F. EPLER
A.B., *Hood College*; M.S., *University of Pennsylvania*
Teacher, Elementary Schools

FRANCES M. FILEWICK
Ed., *West Chester State Teachers College*; M.S., *University of Penn*
Substitute Teacher, Elementary Schools

KENNETH T. FLEMING
Housemaster, Elementary Schools

RUTH H. FRAME
B.S. in Ed., *Temple University*
Teacher, Elementary Schools

LEAH E. GAUGHAN
B.S. in Ed., *West Chester State Teachers College*
Teacher, Elementary Schools

EDWIN O. GECKELER
B.A., *Haverford College*; M.A., *University of Pennsylvania*
Resident Master, Elementary Schools

ANNE G. GREENE
A.B., *East Carolina Teachers College*
Governess, Junior School

MICHAEL B. GROFF
Temple University
Physical Education

PATRICIA B. HARTMAN
B.S., *Farmington State Teachers College*
Substitute Resident Teacher, Elementary Schools

ROBERT E. HARTMAN
B.S., *East Tennessee State College*; M.A., *George Peabody College*
Resident Master, Lafayette Hall
Physical Education

BEATRICE H. HEARN
Governess, Elementary Schools

NANCY E. HILL
Moore Institute of Art
Governess, Junior School

HAROLD F. HOLMAN
A.B., *Maryville College*; A.M., *Washington College, Tennessee*
Resident Master, Junior School
Mathematics

NANCY E. HUTCHISON
Governess, Elementary Schools

BERYL W. IRVIN
Governess, Junior School

MARJORIE H. KIRK
B.S. in Ed., *Temple University*
Teacher, Elementary Schools

CHARLOTTE M. KNAPP
B.S., in El.Ed., *Lock Haven State Teachers College*; A.M., *Columbia University*
Teacher, Elementary Schools

IRENE S. LANDIS
Governess, Junior School

DONALD L. LODER
Substitute Housemaster, Elementary Schools

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Teacher, Elementary Schools

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Teacher, Elementary Schools

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Litt.M., *University of Pittsburgh*
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Mary Drexel Training School
Substitute Governess, Junior School

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Elementary Education

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Teacher, Elementary Schools

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Resident Master, Junior School
Physical Education

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Governess, Junior School
Accompanist

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Instructor in Manual Arts

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Millersville State Teachers College; B.S., University of Pennsylvania
Housemaster, House Group

OLEINE M. TURNER

Governess, Junior School

ELIZABETH VERRIER

Governess, House Group

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A.B., *Smith College; A.M., Columbia University*
Teacher, Elementary Schools

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Ophthalmologist

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Consulting Surgeon

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Consulting Surgeon

JOHN J. GARTLAND
A.B., *Princeton University*; M.D., *Jefferson Medical College*
Consultant Orthopedist

MAGDALENE SUTER
R.N., *St. Lucas Hospital, Faribault, Minnesota*; *Jewish Hospital, Philadelphia*
Directress of Nurses
and Anesthetist

ELIZABETH M. LEISTER
R.N., *Lankenau Hospital, Philadelphia*
Assistant Directress of Nurses

Nurses

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R.N., *Protestant Episcopal Hospital, Philadelphia*

ETHEL CAMPBELL
R.N., *Methodist Episcopal Hospital, Philadelphia*

MILDRED BRICKLEY
R.N., *Williamsport Hospital Training School of Nursing*

MIRIAM JARVIS
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ELEANOR J. BEADLE
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D.D.S., *University of Pennsylvania*
Orthodontist

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D.D.S., *Temple University*

PETER MIRONENKO
D.D.S., *University of Pittsburgh*

CHARLOTTE R. CRANMER
R.D.H., *Temple University*
Dental Hygienist

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Field Representative

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Psychologist

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Psychiatrist

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Librarian

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A.B., *University of Washington*

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A.M., *University of Pennsylvania*
Assistant Librarian

JOSEPHINE McG. KIPPING
B.S. in Ed., *Millersville State Teachers College*
Assistant Librarian

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ROBERT T. ANDERSON
B.S. in E.E., and M.E., *University of Pennsylvania*
Assistant Business Manager

JOHN H. SMITH
Assistant to Business Manager

ALFRED MOSCARIELLO
B.S., *Temple University*
Office Manager

GEORGE B. DIAMENT
B.S. and M.S., *Temple University*
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B.S. in H.E., *College of Chestnut Hill*
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Assistant Supervisor, Housekeeping and Clothing

HEYWOOD M. WILEY
Foreman of the Laundry

PHILIP PIERSON
Operating Foreman-Shoeshop

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1956

Girard College, December 31, 1956

Board of Directors of City Trusts,

Gentlemen:

At a recent conference on education, Dean Virgil M. Rogers of Syracuse University stated that the American high school is "probably our greatest invention, for which our culture will be remembered." He mentioned that over a sixty-year period an enormous transition has come about in secondary schools in the United States. They now enroll nearly one hundred per cent of those eligible to attend, almost ninety times the number before the turn of the century. "Nothing quite like it has happened in the whole history of man and his search for knowledge," Dr. Rogers said, as he pointed out that nations everywhere are copying the system developed here.

The result of the acceptance of secondary education as a birthright privilege of every American has been to focus attention on the next-higher educational level. Rapidly the concept is developing that everyone who wants it is entitled to attend college. Obviously, as the modern high school differs from its earlier predecessor, so will the institution which must provide post high school instruction for the many be altered in form and offerings. There is nothing in our history to indicate that, barring a catastrophe of some sort, we shall not expand and proliferate the form and content of "higher learning." No other nation has ever been able to afford so expensive an experiment, to see whether the successful survival of the democratic processes depends upon a progressively better educated citizenry.

This pressure for the opportunity to attend a college or university is being felt at Girard College. Our more capable graduates now have a very reasonable chance to find the financial

assistance needed to matriculate. Increasing numbers of them are being accepted by a wide variety of institutions of higher learning throughout the country.

One prominent alumnus, who has given scholarship money generously, recently summed up the matter as he saw it. He said that when he graduated, before the turn of the century, the education offered at Girard was more advanced than common. It filled the needs of those who received it so well that they had a head start, he believes, on other young men. Today, however, he feels that it is "not enough" and that Girardians should, whenever possible, go on to college, promptly.

By providing funds to enable their younger brothers in Girard to continue academic work beyond the College, alumni are, he is confident, helping to adjust the Founder's vision and plan to modern conditions. Stephen Girard's curriculum, as recorded in his will, lends credence to the position that he would approve still further educational opportunity for those boys who showed ability to profit by it.

ELEMENTARY EDUCATION

The year 1956 may be described as a very satisfactory one in the Elementary Schools. Smaller groups in the dormitories and smaller classes in the schools are factors that have contributed to an easier and more satisfactory adjustment among the boys concerned. The old-type problems of discipline have all but vanished, and boys are regarded by staff members as much happier under present arrangements than was often the case in the past.

A lower enrollment in the first four grades made it possible to close two sections in the Junior School Building and reopen one house in the West End group. Thus the area designed for first and second grade boys is now more fully occupied than before.

The boys' out-of-school life has been enriched through the generosity of former students. Nearly all section rooms, for instance, now have television sets, bought through the Alumni Fund. By exercising a reasonable control over the time consumed in viewing and in choosing the type of program offered, most of

the benefits of television are enjoyed and few of its evils are suffered. More trips and outings were also made possible from the same source, as were a moderate number of baseball and soccer contests with other schools. These, coupled with the annual Hallowe'en celebration, featuring a big bonfire, and a much better program of lectures and entertainments than formerly, vary the inevitable boarding school routine.

Girard College Elementary School boys continue to benefit from their life with staff members who meet the prescription of the Founder's Will, namely, that they are "of tried skill, of established moral character and . . . chosen on account of their merit and not through favor or intrigue." These men and women love children. In addition to sound instruction they provide that affectionate care which is so necessary for normal development. Their morale is good, and they do not hesitate to give service beyond the call of duty. Their cooperation with the new administration has, in general, been excellent; the new directors have been well supported in their important tasks.

It seems fair to state that for many reasons, among which may be numbered a fine staff, good equipment, superior recreation facilities, a reduced class-size and abundant library facilities, younger Girardians are enjoying the opportunities envisioned by Stephen Girard, who desired for his foster-sons "a better education . . . than they usually receive from the application of the public funds."

Once again the Library-Laboratory has contributed greatly to the work of the Elementary Schools. Despite a lower enrollment increased use has been made of its facilities in 1956. There was an increase in the number of library instruction classes, library research periods, and motion picture films shown in connection with classroom work. The total attendance was over one thousand more than the previous year. It is also interesting to note that while the number of slides used was considerably lower than 1955, the total of recordings used was almost one-half greater. There was likewise a notable increase in the use of filmstrips, pictures, and pamphlets. Book collections for classrooms increased by more than one hundred in spite of fewer

classes. Perhaps no single activity which complements the classroom is of greater usefulness to the Girard boy than this part of the library service. It serves as a basic support for the instructional program.

SECONDARY EDUCATION

There are at present more boys in the secondary school than at any one time in the last five years, a situation which leads to problems sometimes difficult to solve. The senior classes, for instance, will become too large to be housed in Allen Hall, and a dozen or more boys must be accommodated elsewhere. Any remodeling of Bordeaux Hall, therefore, becomes difficult to plan, since its modernization will reduce its capacity to provide quarters for the large Junior Classes.

The elimination of the so-called "screening" process, by which each class was reduced in numbers from five sections in the ninth grade to three in the tenth, met with general approval. It has, however, presented us with student-problem situations in the latter grade because it permits the retention on our rolls of boys who for scholarship and conduct reasons have in recent years been discharged at the end of the ninth grade. The Vice-President, who serves as Director of Secondary Education, notes that there has been introduced a third course of study to provide for those slowest and least able students who deserve to be retained with the prospect of graduation. It was drawn up by a committee, which is still at work, and will eventually year by year be introduced into all of the high school grades.

The English Department reports with pride that six of our seven boys who entered Pennsylvania State University in September recorded such high grades in the English placement tests that they were either excused from English composition or assigned to advanced sections of that subject.

Speech and dramatic activities maintained their usual high level. For the second successive year the winner of the independent school division of the "I Speak for Democracy," contest, sponsored by the Junior Chamber of Commerce, was a Girardian.

The Social Studies Department lost two most able and experienced members by retirement, but has settled down nicely under

the leadership of Mr. H. Emory Wagner. Its participation in outside activities, such as the World Affairs Council and trips to points and organizations of interest like the United Nations, continues unabated. A new two-year sequence course in Life Problems has been introduced for boys enrolled in the General II Course. There is every indication that the same high quality of work which has distinguished the department will mark its future progress.

During the summer Mr. Albert H. Schoell, Head of the Mathematics Department, attended a session at the Rensselaer Polytechnic Institute as a General Electric Mathematics Fellow. In the fall term he also enrolled in a course in modern mathematics under Dr. Cletus Oakley of Haverford College. The department is completing work on a new syllabus and modernization of its textbooks. It is interesting to note that it is keeping close touch with present-day changes in mathematics teaching, an area now definitely in a state of flux.

The Foreign Language Department notes a large change in personnel and stresses the lack of sufficient time on the part of its members to give remedial instruction. It would like to see the study of French begun earlier than the ninth grade, yet it questions the requiring of two years of that language for all students regardless of linguistic ability. It is also well aware of the nation-wide exploration of the teaching of foreign language in the elementary school, the so-called FLES program. Judgment in this matter, however, is being withheld until the project is of longer duration and has been thoroughly evaluated.

Two new courses in physics are reported by the Science Department. One is for the abler students of the General Course, and the other is an abridged course in physical science for the General II program. The department is concerned with the rising cost of supplies and equipment and calls attention to the rather heavy load of laboratory preparation and administration for which it is responsible.

Both the Business Education and the Mechanical Instruction Departments list machine replacement as a major concern. Much of their equipment is old or obsolescent and expensive to main-

tain. This is an increasingly difficult problem since modern machines are becoming almost prohibitive in cost. On the other hand, their use as devices for instruction is recognized as desirable and valuable.

The selection and assignment of Juniors to vocational courses have improved in effectiveness during the past few years. Few requests for changes are received, and those have been settled on a mutually satisfactory basis. The Mechanical Instruction Department reports that the lower budgets of recent years have critically depleted its supplies. Business Education students continued their participation in the Junior National Office Managers Association activities and, for the first time, joined the Junior-Executive-for-a-Day Program sponsored by a committee of the Chamber of Commerce.

Guidance counselling was both better organized and more extensive than in previous years. Career conferences for juniors and seniors and an armed-forces conference for seniors were again held and adjudged worthwhile sources of information and advice on two important phases of post-Girard life.

Growth and interest in college enrollment has also been stimulated. It is interesting to note that a large group of boys took the College Entrance Board Examinations and that six members of the Senior Class scored well enough on the Scholarship Qualifying Test to be selected as finalists for the National Merit Scholarships.

In 1956 the Secondary School experienced an eventful and fruitful year. It was not free from those problems of adjustment and discipline common to boys' boarding schools. Some students, for instance, are uncooperative in the trying problems of group living. But judged by the progress of recent alumni in business, in the service, and at institutions of higher learning, the Girard program creates good students, sound citizens and capable people.

THE STAFF

The superior professional staff of Girard College literally grows gray in service. Each year some members reach retirement age, and to replace them with men and women qualified by character, personality, disposition, education, and experience is a most difficult

responsibility of administration. During 1956 four men and one woman were retired after a total of 204 years in the classroom. They included Dr. Morris Wolf, author, lecturer, authority on UNESCO, and Head of the Social Studies Department, forty-one years; Miss Louise G. Sigmund, social studies teacher, friend and guide to boys, forty-four years; Mr. Linford H. Moyer, noted for his devotion to duty in several capacities, forty-two years; Miss Isabel C. Brown, dedicated elementary school teacher, who never lost her youth, thirty-nine years; and Dr. Harry C. Banks, Jr., organist, choirmaster, composer of extraordinary talent, and Director of Vocal Music, thirty-eight years. All of these outstanding people will be missed as they turn to their richly earned opportunities for rest, and the pursuit of varied activities which have long interested them.

We are fortunate to find in our replacements men and women well prepared and experienced, who have adapted themselves notably to our situation. Mr. H. Emory Wagner, who has been an able member of the Social Studies Department for twenty-five years and who has worked in the guidance program of our boys, was appointed to succeed Dr. Wolf. Mrs. Elsie D. McDaniel, a mature and capable teacher, succeeded Miss Sigmund. Mr. Moyer was replaced by the transfer of Mr. Edgar T. Stephens from the physical education staff; he has done considerable work in the field of manual arts and also with the Boy Scouts. Miss Brown's position was not filled because of a decreased enrollment in the Junior School. Dr. Banks was succeeded by Mr. Robert W. Morrison as Director of Music; he is a loyal, able, enthusiastic, devoted alumnus and staff member, whose specialty is instrumental music. Mr. Robert W. Bush, a recent graduate of Temple University, was appointed Resident Master in Music and charged with the responsibilities of choir and teaching that were Dr. Banks'; he has made an exceptionally successful beginning.

There was a turnover somewhat larger than usual among resident staff members, since we required seven appointees in September. These new men, in general, were mature and experienced, and with few exceptions they are expected to become valuable additions to the faculty. The task of establishing oneself

in a staff so large is at best a difficult undertaking, particularly when one must succeed veteran instructors whose loyalty to Girard and acquaintance and sympathy with its traditions, practices, and routines were so deep rooted. Any boarding school which has a large resident faculty must face this problem of turn-over as the effort is made to find capable people, who believe in the students and the service which the school can render them.

At Girard the problem is further complicated by the period of change upon which we have embarked in trying to develop a boarding school organization within a great metropolis. We are confident, however, that the end sought—namely, a close relationship between boys and staff as they live together—is so important as to justify the effort. A part of the solution is the provision of living quarters attractive to good families. Another is the area of salaries, where fortunately, because of an enlightened Board of Directors, we are able to meet competition most satisfactorily. We believe that we shall find men and women of strength who will catch the vision of the Founder and gladly devote their lives to his foster sons, as have those whom they replace. Meanwhile there will continue to be changes in staff more numerous than usual as we sift and search for those who can and will conform to our conditions.

Dr. Cheesman A. Herrick, fifth President of Girard College, died on February 27, 1956. It was during his administration that the greatest advances in enrollment and physical expansion in the history of the College were achieved. He was the author of many books, among them the excellent *History of Girard College* and *Stephen Girard, Founder*. Prominent churchman, leader in many good causes, and creative educator, he will always be remembered for his modernization of the Girard College program. He it was who laid the foundations of the excellent staff and provided them with the physical plant vital to their work. His monument is the form and figure of the present campus, molded by his **planning**.

On January 16, 1956, Dr. D. Montfort Melchior, retired High School Principal, passed away. Inspiring teacher, dynamic

leader, and indefatigable worker, he served the College for thirty-six years and has left his mark on the lives of many Alumni. His contacts were widespread, and his community service in his church and on his school board were notable. For thirty years he taught in the summer school of Bucknell University. Few men are so blessed with vitality and energy as was he. He was one of the molders of Girard College in its developing years and will not be forgotten.

Three former governesses also were called to their eternal rewards in 1956, Miss Flora Galloway, Miss Elizabeth C. Dare, and Mrs. Elizabeth M. Saylor. All are remembered with appreciation by their former "boys."

The present administration feels keenly its responsibility to maintain both the quality of staff and the conditions under which it works. In the final analysis, no educational institution is better than those who teach in it. Without good teachers there is no meaningful school. This is emphatically so in Girard College, where the school is also the home.

MUSIC

Dr. Harry C. Banks, Jr., organist, composer, member of the Girard College Faculty for thirty-eight years, retired in June, 1956. He had been Director of Vocal Music since 1943. Few schools have enjoyed the services of so talented a musician, who constantly wrote songs and anthems for performance by student organizations. His numerous compositions for choir and organ were bound in a handsome leather volume which was presented to the College by the Alumni and placed in the Library with other Girardiana.

Mr. Robert W. Morrison was appointed Director of Music. He is now responsible for all activities in that field. His understanding of boys and his enthusiastic energy made his selection a natural one. The band flourishes under his leadership. Almost two hundred boys in grades six to twelve are learning to play instruments. Mr. Morrison is assisted by Mr. Lawrence R. Wagner, a junior housemaster.

Miss Juliet E. Stacks, who is also the accompanist for the choir, assists with the program. She has long given freely of her

time and her talent to promote good music at Girard. Miss Ruth H. Frame teaches music in the Elementary Schools with marked success; not only do the boys there receive a thorough grounding in music reading and appreciation, but they also develop an exceptional love of singing.

Mr. Robert W. Bush of Philadelphia replaced Dr. Banks as choir director; he has continued the same high standard of vocal music long familiar here. He is a resident master and hence available at out-of-school times for rehearsals and conferences. The morale of the choir has been high, and the members have given their best efforts and co-operation to the new leader with the most gratifying results.

The eighth grade now shares in regular music instruction, which stresses appreciation and includes some group singing. Much emphasis is being placed upon assembly music at all levels. A new song book has proved helpful, and the response of the student body to leaders of the music department is steadily improving. At present there are two hundred and five members in the choir and one hundred and seventy-six boys studying instrumental music.

In November the Glee Club participated in the concert-drama, "Mr. Franklin Builds a Bridge," held at the Academy of Music.

In December band and choir combined to give one of the best Christmas concerts in the extended history of this inspiring activity. A very well presented Nativity pageant added much to the program.

As usual, the Swing Band has played most acceptably at all College dances; it has been invited so often to play at other schools that only a fraction of such offers could be accepted. The Concert and Drill Bands, of sixty-five and thirty-two members respectively, have participated in the following activities:

1. Girard College Battalion events
2. Christmas and Founder's Day Concerts
3. Saturday morning chapel exercises
4. Memorial Day ceremonies
5. May Day at the Philadelphia Zoo

6. Maritime Day Cruise of the Port of Philadelphia

7. Exchange concerts with other schools

Once again we received five tickets for each of five Philadelphia Orchestra Concerts through the generosity of the Presser Foundation. The Orpheus Club also gave us groups of tickets for its concerts. Such opportunities are much appreciated. They are supplemented by a growing attendance of our boys at the Free Concerts at the Pennsylvania Academy of Fine Arts. A unique outgrowth of the music teaching here is the "Hosharian Group," a small instrumental ensemble organized by Edward Hosharian, '58, which has played over radio station WDAS on the Armenian program. The Alumni Band and Orchestra Association, with its usual good will, sponsored a Christmas party for the band and glee club, and also paid the enrollment fee for one band member at Temple University during the summer.

The year has been a good one for music at Girard College. It included excellent work by both vocal and instrumental groups and a growing sense of the desire to participate upon the part of the boys. New leadership has made a promising start that bids fair to retain the best of the old and add to it a fresh inspiration that will enrich the life of the school.

PHYSICAL EDUCATION AND RECREATION

The Elementary School physical education program has been the subject of much recent study, and, as a result, it has been strengthened and broadened.

Swimming instruction, for instance, which began in the third grade, has been extended to include the first and second grades. In fact, no Girard College boy is without at least one period of swimming lessons each week. More instruction is also being given in body building and related tests, and in organized and unorganized games.

Scouting continues to flourish. Last fall a Girard Camporee was held at Tyler Arboretum near Media in Delaware County. More than one hundred of our boys spent the week end camping out, preparing their own meals, and engaging in Boy Scout activities. Leadership continues to be provided by Mr. Frank Manton, '11, and enthusiastic members of the Philadelphia Area

Alumni Chapter of the National Scouting Fraternity under the able supervision of the Head of the Physical Education Department.

The regular instruction program continues to emphasize gymnastics and swimming among the older students. In interscholastic competition one hundred and seventy games in all sports were played with teams from fifty-nine other schools. Of these contests one hundred and two were won, sixty-five were lost, and three were tied. The Rifle Club, under the leadership of Mr. Howard Conklin, still attracts more boys than can be accommodated.

Intramural athletics include leagues in soccer, basketball, baseball, and track, which occupy boys from the sixth grade to the senior year. The youngest classes also have similar contests in soccer, soft-ball, and basketball. The Head of the Department of Physical Education notes that while these games are always of value, their contribution is best where adult leadership is the most evident. Roster changes which will promote more participation by staff members, he feels, would strengthen the program.

The second Annual Lettermen's Dinner was held in June and again was successfully engineered by an able committee whose chairman was Mr. Samuel R. Shirley, with the help of Mr. George B. Diament, Food Service Manager, and a volunteer corps of student waiters. Mr. Willis Stetson, Director of Athletics and Physical Education at Swarthmore College, was the chief speaker of this extremely well run and enjoyable evening. His talk interested both the boys and adults alike, and it was unusually well received.

Improvement in the Girard College program in physical education is the result of increasing participation by adults. Resident staff men, as well as trained members of the department, are making greater efforts to see that all boys get a chance to play. What is equally important is that more of them join actively in the seasonal sports in the various capacities needed to insure the success of the games. Distant supervision is giving way to direct involvement, which makes recreation so much more mean-

ingful to a boy. It is in this direction that future progress lies.

LIBRARY SERVICE The report of the Head Librarian for 1956 is of particular interest not only because of its content, but also because

of the fact that it is the last to be submitted by the present incumbent, Miss Hazel H. Erchinger, who will retire in 1957. She has occupied her present position since 1931. Over the years she has developed an unusual and all but irreplaceable knowledge of the Girard papers and other rare effects. Her final written comments, based upon long experience as the administrative head of the present library building, merit sympathetic consideration.

Statistically, there were slight gains in the number of books taken out during the year, as well as in attendance. Junior and senior high school boys read an average of seventeen books each, while elementary school children averaged thirty. This latter is the highest per capita figure ever recorded in the Library. The Head Librarian partially accounts for this discrepancy in the fact that smaller classes in the elementary division have permitted greater individual guidance and, also, that new books were added in the children's department at almost twice the rate maintained in the older boys' area. High school students, however, are using the Library for reference purposes more than in past years despite a very full schedule. There were 92,591 volumes in the Library in 1956.

During Schoolmen's Week at the University of Pennsylvania last April a senior boy represented Girard College in a panel discussion called "In My Opinion." It dealt with new books for young adults, three of which were assigned to each student for a brief review. Our representative handled himself and his subject with great ease and clarity.

The Library-Laboratory of the Elementary Schools, in spite of a decreased enrollment in that area, experienced a greater demand for audio-visual aids than ever and enjoyed an increased attendance of over one thousand boys. It seems apparent that the type of library service established in the Elementary Schools is meeting the need there more effectively than that at the secondary school level. In the former the Library-Laboratory has become

an integral part of the school curriculum, which is the desirable situation. It may be that efforts should be made to reopen a reference room somewhere in the High School itself, which could be kept open throughout the school day. Such an attempt was made some time ago, but the shelves were open only during the evening study period. A new venture in this direction would require the transfer of an adequate reference collection from the main library and the scheduling of a librarian for the necessary hours.

Another approach suggested by the Head Librarian is the fuller utilization of the reference area in the Library and its adjoining classroom when no library classes are scheduled. There are many periods in which library materials would be employed, she points out, when teachers could meet their classes in the Library, using the time for whatever purpose they might see fit. Although this was in operation in the past, it has long since fallen into disuse.

In the judgment of the Head Librarian, a study of our library service is in order to see whether it can be constructively modified. She points out, however, that maintaining a separate building for library purposes carries with it responsibilities that sometimes seem to outweigh the advantages. She feels, for instance, that we have reached the "point of no return" in the size of our staff and that any further reduction would require the closing of a part of the library building.

Girard College boys have the use of library facilities that are uncommonly good. There is much evidence that they take advantage of the opportunities for recreational and reference reading to a gratifying degree. There is need, however, particularly at the high school level, for a greater utilization of the Library as an accepted part of classroom activities. How best to achieve this goal must continue to be studied by the administration and the Library staff.

THE SUMMER SCHOOL

The Summer School of 1956 operated with its customary efficiency and effectiveness. More individual guidance was possible because of the reduced number of students. According to the supervisor, Mr. Charles K. Hay, "the cooperation of the

boys and their interest in the program were higher than in any previous summer session." . . . "It is particularly significant," he remarks in his summary, "that at no time was it necessary to report a boy to the executive on duty," and no boy was detained over Saturday or Sunday.

Boys regularly shared in the planning and production of the assembly programs, which began each day. Student leaders were also used in the indoor recreation activities and as assistants to teachers elsewhere. The providing of such opportunities for leadership is a definite and productive part of the Summer School program.

No tutoring at any level was possible because of the need for economy; however, the Girard College staff believes that it would be highly desirable. Individual music instruction, begun in 1955, was continued with excellent results. The Library plays an important and appreciated part in the program of the Summer School. Judging from the positive reactions of the boys enrolled, we know that they found their experience stimulating, enjoyable, and helpful.

SOCIAL PROGRAM

The magnitude of the Girard College social program is difficult to appreciate. Probably no other boys' boarding school provides so many different opportunities for its older students to share in dances, parties, and other kinds of enjoyable occasions. There is a great need for doing so, of course, since many Girardians would have little chance otherwise to develop desirable poise and ease in mixed company. Many younger alumni comment upon the value of the training they received in this respect.

Twenty-six out of the thirty-seven weeks the College was in session were marked by social events of some nature on the campus. These included afternoon coke parties for grades ten and eleven, as well as evening dances, formal and informal, for grades eleven and twelve. A total of six hundred and forty-one boys attended these dances. The largest number at any one affair was sixty-seven couples at a Junior Dance; the smallest number, eleven couples, at a dance for Swing Band members only. It is hard to see how many more activities of this nature could be

added without infringing upon academic requirements.

The Director of Social Instruction, Miss Miriam McGhee, was pleased with the growing number of boys who, as individuals or in smaller groups, received off-campus invitations to a variety of social events. City and suburban high schools, independent schools, and private individuals have continued to welcome Girardians as guests. Two hundred and fifty-four boys attended such group affairs, and fifty-five others received individual invitations to parties held at sixteen different institutions.

A vital part of the social program is the opportunity extended to certain student organizations to dine out in public eating places of good quality. This experience is in a sense the laboratory exercise for the courses given by the Director on manners and social usage in the ninth and twelfth grades. Such affairs are financed by the Alumni Fund for Girard College. During 1956 they were enjoyed by the Student Cabinet and on two occasions by the National Honor Society. All concerned are grateful for this practical expression of alumni interest.

"Social skills can be learned" is the concluding sentence of the Director's report, a thought which summarizes both her hopes and her disappointments. Properly enough, she points out that the co-operation of the adult group is necessary if the best possible results are to be achieved in manners and individual behavior. Her teaching, her perseverance, her tact, and her example, all are agreed, contribute greatly to the development of the boys who are privileged to work and study with her. The social program is a most important part of the education offered at Girard College.

THE STUDENT CENTER

The past year has been a period of change for the Student Center. The use of the second-floor site in Founder's Hall was terminated with the close of school in June. The store equipment was transferred to Lafayette Hall before the reopening of school in September. Both students and personnel of the engineering services pooled their energies to expedite the move.

On the east side of Lafayette Hall, and at the southeast corner, several rooms used previously as a boys' dining hall, staff dining

room, pantry, and cloakroom were refurbished to provide for the needs of the store. The former boys' dining hall serves as a splendid location for the main room of the Center. The cloakroom, by the minor addition of a fence rail along the open side, provides an efficient office arrangement. The staff dining room has become the student lounge, and the pantry provides good storage space for supplies.

The change has revealed both advantages and disadvantages. The previous location was central to the living area of the older boys, but considerably removed from the smallest and youngest. The shift, while not so convenient as heretofore for upper classmen, found them both willing and able to adjust themselves to the new site. Good features have gradually become apparent. There has been an increase in the use of the store by the younger boys. The volume of patronage from the older boys has continued to be as strong as ever. New additions to the equipment of the store came in the form of a second-hand refrigerator and a juke box.

During the year Mr. George H. Dunkle became understudy to Mr. Caswell E. MacGregor, able Faculty Sponsor and creator of the Student Center in 1949. At the close of school, the former took over the full responsibility for the store and has continued the outstanding work of his predecessor.

One of the further changes instituted is the establishment of a working arrangement with the Business Education Department of the High School to provide counsel and facilities for the improved keeping of books and statements. The operation of the store has become a small business. The volume of yearly sales has mounted to several thousand dollars. Besides a regular store staff, there is a fluctuating group of part-time workers who may number as high as thirty-six. This group must be selected carefully and trained, and arrangements must be made for extra personnel to serve on special occasions. Other duties include the examination of samples, the regular and periodic buying of merchandise, the supervision of counters and stock, the taking of inventory, the preparation of balance sheets and profit and loss statements, the meeting with salesmen and the evaluating of

the worth of their offerings, the sampling of student interest, and the threshing out of problems at regular bi-weekly staff meetings. Dr. James D. White has, in consequence, given his able support to this liaison between the store and the services of the Business Education Department.

Those who participate in the work of the Student Center enjoy an unusual opportunity for practical business experience. Even as Stephen Girard provided for the efficient training of many young men in his counting house, this service organization for the student body offers a realistic contact with retail merchandising. Upon its profits depend the volume and extent of many extra-classroom activities.

THE HEALTH SERVICE

The advances in modern medical science are reflected in the improved health of Girard boys. There have been no deaths among the student body; in fact none has occurred during the past several years. The Director of the Health Service feels that improved methods of prevention and treatment have played a dramatic role in this record. For the same reason the need of general surgery has been declining here. Injuries, however, have increased, probably because of greater participation in recreation and sports of many kinds.

Salk vaccine injections now being used as a preventive against poliomyelitis have been given to all boys whose mothers signed agreements to have them administered. Because this procedure is still experimental, special permission from parent or guardian is regarded as essential. Six hundred and ten boys have been so immunized.

The general high standard of service in both the Infirmary and the Dental Clinic has been maintained. This has been done despite the difficulty in securing suitable personnel. Regardless of handicaps, however, the health of Girard boys continues to be well above average.

THE BOYS

Financed by Alumni funds and arranged by Mr. Charles T. Cunningham, there was a wider variety of lectures

and entertainments in 1956 than for some time past. Programs were presented for both older and younger boys, but often all ages met together. Illustrative of this kind of activity are the following:

Musical Entertainment—Mr. Charles V. Kershaw, Elementary School Students.

Entertainment—Mr. Jack Lewis, Chalk Artist, Elementary School Students.

Lecture—"Firearms and Their Use in American History," by Dr. Lloyd Collins, High School Students.

Entertainment—"Fun and Music at the Piano," by Mr. Melvin Ehrin, Entire Student Body.

Illustrated Lecture—"African Safari," by Mr. Barney Berlinger, Entire Student Body.

Entertainment—Sand Artist, Mr. Jack DeMarco, and Novelty Music, Mr. George Winston, Elementary School Students.

Illustrated Lecture—"Capturing Jungle Babies," by Mr. Sasha Siemel, High School and Sixth Grade Students.

Illustrated Lecture—"Trap Lines North," by Mr. David Jarden, Entire Student Body.

Summer Motion Pictures—Kruger Motion Picture Agency.

Hallowe'en Entertainments—Mr. Anthony Skroskis, Hypnotist, High School Students, and Mr. Thomas Osburne, Magician, Elementary School Students.

Entertainment—Lester and Ellwood, Ventriloquism and Novelty Music, Elementary Schools.

Concert—DuPont Chorus, Entire Student Body.

Concert—University Glee Club, Entire Student Body.

The regular moving pictures shown on Friday evenings continued to be satisfactory. Most of the films chosen met both the rather exacting standards of the boys, who had a hand in their selection, and the necessary faculty censorship. Lectures, entertainments, and moving pictures give a desirable relief from the week's routine, aside from their educational and entertainment value.

At the request of the Student Council, the informal meetings

between members of the faculty and representatives of the Student Body were revived. They gather informally at the President's home and discuss problems of mutual interest. While no final decisions are arrived at by this group, it does provide a place for free give and take of ideas and suggestions, some of which may later become operative.

Though always provided in some degree, there was an increase, in 1956, of small parties for boys at the homes and apartments of faculty members. Very often a meal or refreshments after study in the evening would be included. Such affairs do much to bridge the too-wide gap between adult and student and they are appreciated by all who share in them. Upon these occasions the friendliness and good manners of Girard boys are convincingly demonstrated. As yet only a beginning has been made in this fruitful area of faculty-student relations, but the results are most constructive.

During the autumn Stanley W. Werley, a fourth grade Girard student, was selected from among several youngsters to represent the "Share Your Birthday Foundation" as a child ambassador to Italy. Under the chaperonage of Miss Frances M. Krebs, able Philadelphia school principal, Stanley flew to Rome in October. In this city and in many others he distributed gifts collected by school children in Philadelphia. Mrs. Elizabeth D. Heller, founder of the organization, planned the whole matter with great success. Stanley and Miss Krebs met important Italian officials, and upon their return to the United States they went to Washington, D. C., accompanied by Mrs. Heller, where they were thanked by the Italian Ambassador to this nation for their representation of the Foundation.

Sixth -grade Lafayette Hall boys have operated a very successful newspaper called "The Green and Gold". Under its faculty sponsor, Mr. Edwin O. Geckeler, Jr., it has provided an opportunity for the reporting of athletic and other events and an outlet for creative expression.

Boys who come from a distance, and who seldom get away over the week-end, were enabled to attend several good plays through the generosity of the Alumni Fund for Girard College. From four to twenty-eight selected Juniors and Seniors received

tickets to Friday evening or Saturday afternoon or evening performances of the following shows:

"Boy Friend" — Schubert Theatre, six boys.

"My Fair Lady" — Erlanger Theatre, four boys.

"Plain and Fancy" — Forrest Theatre, six boys.

"Most Happy Fella" — Schubert Theatre, six boys.

"The Teahouse of the August Moon" — Schubert Theatre, six boys.

"The Happiest Millionaire" — Schubert Theatre, twelve boys.

"The Pajama Game" — Forrest Theatre, six boys.

"Happy Hunting" — Shubert Theatre, six boys.

"Lil' Abner" — Erlanger Theatre, six boys.

"Iolanthe" (Gilbert and Sullivan)—Plays and Players Playhouse, twenty-eight boys.

Mr. Charles T. Cunningham and Mr. Benjamin Rothberg supervised this activity, which was much appreciated by those who shared it.

The first basketball tournament for third-graders was held in March. The contestants were the team which won the intramural championship at that level and an all-star group picked from the other five teams in the league. The single game played had all the trappings of a major event, including a timer, an official score keeper, an announcer with microphone, and two officials.

Scoring was relatively low, but the quality of play was much higher than would be expected. The boys did not seem handicapped by the varsity court, and they showed the results of good coaching by Messrs. Fletcher S. Cooper and Robert E. Hartman of the Physical Education Department. All elementary school boys attended. Moving pictures were taken by Mr. Donald L. Loder of the Junior School staff. A moderate amount of such activity is helpful in developing not only skill, but good sportsmanship as well.

The total Girard College program is designed to develop good citizens in the best sense of that term. A measure of its success is the behavior of students on occasions when they are identified by the public as Girardians. At museums and theatres, on trolley cars and buses, at meetings like those of the World

Affairs Council, in Washington, D.C., and elsewhere the Girard boy gives a good account of himself. Comments from many sources are received annually on the acceptable conduct of Girard students in a wide variety of situations, including that of a cheering section for a team away from home. Our evaluation in the eyes of neutral observers fills us both with pride and encouragement. "The child is father to the man" in this respect applies well, as we survey the record of our alumni.

BEYOND GIRARD

The College program has always had as its chief aim the preparation of young men for productive citizenship, who can make a positive contribution to the environments in which they live. For many years graduates placed in apprenticeships or jobs were followed up by letter to determine their progress and to check the efficacy of their education. Employers answered questions and added comments. If one reads these replies over a decade, he will note that the general performance of Girardians has been usually satisfactory and often superior.

There has been no change in the original goal, namely, to provide a functional education for all students. Graduates who go to work after Commencement not only give a good account of themselves, but they are also concerned with continuing academic and vocational study in evening schools and through other avenues. Frequent reports received at the Office of Admissions and Student Relations indicate that Girardians have a good understanding of what it means to work, a quality of increasing value in the business world because of its apparent scarcity. The demand for boys to fill a host of jobs well exceeds the supply, so that no young alumnus of purpose lacks opportunity to locate suitable employment. All members of a senior class, thus, could be placed without difficulty, but a new factor has altered the situation, namely, the growing percentage of those who go directly to institutions of higher learning.

Our records show that in 1956, 199 former students were attending sixty-seven colleges and universities throughout the country; 41% of the class of 1956 enrolled in eighteen such institutions in September. This figure compares favorably with the national average and marks the third straight increase; in 1954,

30% of the class matriculated, and in 1955, 36%. A growing number of transcripts are also being processed for graduates of earlier years. Girard College thus shares in this American trend, which reflects prosperity, population rise and advancing cultural levels in our society. The decision, therefore, made in 1949, under Dr. Merle M. Odgers' leadership, that provision should be made for a rising proportion of students who would require college preparation, has seemed ever more wise. More poor boys (and girls) are going to college in the future than was ever imagined in the past.

The G. I. Bill gave impetus to widespread higher education, which has been supported by the payments received by individuals from various phases of the Social Security program. These, for Girardians, are an important source of income for tuition charges and incidental expenses at college. In addition, there are many scholarship funds, the income from which is devoted to the purpose. During 1956, \$17,721.00 in scholarship aid was authorized from that source, to fifty-eight alumni.

If the tendency for so many seniors to enter college directly after graduating here should continue, we may have to reconsider our total program, particularly with reference to the relative emphasis placed upon the academic and the vocational programs of study. It seems true that for a significant group of our students college preparation is becoming vocational preparation and cannot be ignored. In such a case, there may be need to provide more time for an increased academic program, smaller-sized classes, and a shorter period of vocational training. It should not be overlooked that the seeds of inspiration, ambition, and hope for advanced training are sown in the minds of the boys by the excellent staff.

As we prepare to meet this growing need of our students, it is comforting to remember that our standards of academic achievement have been maintained at a respectable level. We have been enabled by an understanding board of control to engage and maintain a superior faculty. The wisdom of this policy is shown as each year more boys take widely administered examinations, like those of the College Entrance Board, the National Merit

Scholarship Board, and the Service Academies. They score well, and the grades earned by alumni at a generous spread of institutions of higher learning are consistently high.

Perhaps the most interesting and most hopeful development of the past decade has been this steady increase in college and university attendance. Its effect filters down through the high school and stimulates effort and academic achievement. An important part of our guidance program now focuses upon college entrance and all that term implies.

This new effort seems to be consistent with the Founder's wish that his boys who show promise may enjoy an opportunity commensurate with their abilities. We must, therefore, neglect neither the necessary intellectual preparation nor the efforts necessary to locate adequate scholarship aid, since it is always needed. Fortunately, our alumni body is both sympathetic and practically helpful in this important area of finance.

ALUMNI

The Girard College Alumni has been continuing both its practical assistance to the College and its own growth. It fittingly recognizes those of its members who have distinguished themselves in some field of activity. It is concerned with helping as many deserving graduates as possible to enroll for higher education. It strengthens the unusually close bonds of fellowship between the College and its former students. Few educational institutions are privileged to enjoy the loyalty and constant, sympathetic support of such a vigorous and able body.

In 1956 a fund of \$15,000.00 was given to the College for general use in connection with student activities and needs. The money was used to enrich the lives of all the boys and of particular note were the opportunities provided for both talented and handicapped students. Major expenditures of one thousand dollars or over included support for student publications (*The Girard News*, *The Corinthian*, and *The Girardian*); remedial instruction for students having speech defects; the purchase and maintenance of television sets, radios, and record players; trips, including the Washington trip for seniors, and trips for athletic teams; and lectures and entertainments. Among other much

appreciated items were those of Boy Scout uniforms and equipment, roller skates for younger boys, handicraft material for reserved boys, special art and music instruction, the Lettermen's Dinner, new prints of the Girard College film, playground equipment, and merit awards for outstanding students and intramural sports. The College has come to rely upon this annual giving by alumni for a part of its program which is important in the eyes of boys and staff alike and is especially vitalizing in the routine of boarding school life.

The retiring President of the Alumni, Mr. Eugene C. Pressler, '23, once again has been kind enough to summarize its year's activities. Much of what he contributed is included in the following paragraphs that reveal the strengthened program of a loyal and effective organization.

During 1956 the Girard College Alumni continued to be a strong force in the lives of former Girard men as its bonds with the College have been strengthened. In both numbers and resources the organization made great strides. An interesting development has been the large number affiliating as life members. A few years ago only a handful were listed in that category, but as the year ended, almost one hundred had taken this step. According to every indication more will follow.

In keeping with the tradition of presenting the College with an oil portrait of former Presidents, the Alumni commissioned an artist to do a portrait of Dr. Merle M. Odgers, who served from 1936 to 1954. The College has been advised that the presentation will be made early in 1957.

It has been seven years since the Alumni instituted an annual giving program for the College; during this period a total of \$113,395.53 has been raised. In 1956 a record of \$23,800.00 was subscribed, the highest of any year to date.

In order to aid former students of Girard College to continue their education, twelve non-interest bearing scholarship loans were made from the revolving Alumni Loan Fund in 1956. A committee was appointed by the Alumni to join with the College in a study of this important fund; more extensive aid in this direction may be forthcoming in the future.

The Alumni continues to use the facilities of the College for its official meetings and as an office for its permanent Secretary. The arrangement is effective and greatly appreciated. It also enables administrative officers of the College to meet informally on frequent occasions with the Board of Governors and its officers.

Increasing effort by the officers and Board of Governors is being made to search out and bring more of its prominent members into active Alumni participation. As this policy unfolds, the administration of the College will have the opportunity to meet with these men. The great variety of talents and professional attainments won by Girard graduates are both impressive and outstanding.

The goal of this great body of Girard College men is to consummate their appreciation for the beneficence of the Founder, Stephen Girard, by acts of interest and devotion to the continued well-being and progress of the College.

ADMISSIONS AND STUDENT RELATIONS

Under the first complete year's leadership by Mr. Emil Zarella, '24, the Office of Admissions and Student Relations has had an active and productive twelve months. There was an increase in the appearance of the Director before civic and professional groups to explain the purpose of the College and its program. A highlight in such public relations activity was his interview, along with one of our boys, on a televised program conducted by a popular New York City video personality. The new all-purpose pamphlet containing information about Girard was completed, and work on a new catalogue was begun.

The department had one major personnel change when Mr. Thomas J. Corrigan resigned as psychologist in August. He was popular with the boys, competent, and effective. To replace him, Mr. Kenneth F. Schrepfer was appointed. A graduate of the University of Pennsylvania, who has done advanced work in his field of guidance and counselling, he has had wide experience in both public and private education. His performance in the important job he holds already indicates that he will become a strong and respected member of our staff.

The year 1956 ended with twelve unexamined boys on the application list. A total of eighty-three was admitted, or 10.7% more than in 1955. One hundred and twenty-three boys left the College, ninety of whom graduated. This compares with one hundred and sixty-three the year before, of whom eighty-nine graduated. Of the applicants examined 76.1% were admitted. Their Intelligence Quotient median was 107.5, as compared to 108 in 1955.

Two hundred and thirty counseling cases were handled by the department. Although prognostic sixth-grade examinations were discontinued, follow-up interviews with boys in the Junior High School who were identified earlier as maladjusted were continued. At his own request, because of the mounting pressure of outside commitments and a reduction of his over-all activity at the College, the psychiatrist's schedule was reduced by one-half. He now functions as a consultant more than as a therapist, and in cases of extreme need we call upon outside agencies for extended therapy.

Job placement continues to be a problem in that there are many more requests for boys than we can possibly fill. Announcements in the *Steel and Garnet*, the Alumni magazine, have brought more placement inquiries from alumni. There has also been an increase in requests by former students for help in improving their present situations.

Hours devoted to the speech therapy program were increased by thirty-three per cent. An average of seventy-two students received one-half hour of therapy per week. Thirty-seven boys were dismissed from the classes with their difficulties corrected. This service is regarded by the Office of Admissions and Student Relations as an important phase of our total educational responsibility.

The Alumnus Representative Program was active, and we are grateful to the many graduates who generously contributed their time, energy, and effort to acquainting mothers with the Girard opportunity. Two spirited meetings of the group were held during the year, and the Alumnus Representative Newsletter was regularly issued. Mothers' Clubs grew in size and importance and were addressed by an increasing number of staff mem-

bers from the College. The later method proved to be a good way to answer questions about philosophy, goals, techniques, and achievement problems.

The Committee on Review, which considers serious disciplinary matters, met regularly. In addition to dealing with thirty-seven cases referred to it for study, it revised the probation restrictions. Its primary purpose is to make sure that boys receive a broad, intensive, and just review of their misconduct or poor academic records before final action is taken on their relationship to the College. Many students are saved by its actions and those it recommends for dismissal have been conscientiously and sympathetically investigated and judged.

The Alumni-financed moving picture film, "Life of a Boy at Girard College," was shown eighty-nine times during 1956. In addition, members of the Lehigh Valley Alumni Chapter purchased a copy for their own use; Mr. Charles G. Lutz, '20, a member of that group personally supervised that film's exhibition fifty-seven times. The picture also was sent far afield to Rhode Island, Illinois, Tennessee, and Connecticut. It and the film on the College prepared by the United States Information Service are very fine public relations devices. As they become inaccurate through the passage of time, they should be retaken so as to present current conditions.

The Office of Admissions and Student Relations feels that its work is benefited by both a splendid morale among their personnel and a general co-operative spirit throughout the College. It recognizes fully its vital role and expects genuine progress in the areas for which it is responsible during 1957.

PHYSICAL PLANT AND BUSINESS OPERATIONS

Girard College is an excellent laboratory in which to test all articles of clothing. Over the years an insistence upon quality in cloth and workmanship has been proved wise by experience. Rigid specifications lead to the purchase of fabrics which give maximum wear; unless such provision is made the results are uneconomical. Many clothing manufacturers today object to bidding on our orders because they do not wish to be held to such specific and definite requirements. We have been

fortunate, however, in securing from varied sources the superior materials we need.

No small factor in this matter is the continued interest and help of Mr. Samuel H. Daroff, member of the Board of Directors of City Trusts. He has guided us in both the handling of our clothing needs and also in putting us in touch with outside facilities and contacts which would not ordinarily be available.

During 1956 the stock of outer clothing was further depleted and must be replenished in 1957. The style of overcoat was changed and its quality was improved. A search for a satisfactory type of corduroy jacket continues. Some yellow-colored, rubber raincoats have been purchased to supplement the black ones; they give a desirable variety to these garments. Clothing expenditures for the year were \$83,026.54.

Under the capable leadership of Mr. Philip Pierson, Operating Foreman, the Shoe Shop continues to give excellent service. At a cost of \$31.11 per boy for the year, 4141 new pairs of shoes were issued and 8490 pairs were repaired. Twelve dozen sturdy, leather belts also were made for student use.

Mr. Pierson now accompanies the occasional boy who must have orthopedic shoes when they are purchased. This procedure insures a correct size and fit, something which was not obtained before, and which has considerably improved this service.

Appreciable improvement has been made in the area of general housekeeping as we have been able to purchase additional furniture of all types, floor coverings, and drapes. The effort is being made to eliminate those "second-class" areas which resulted from restrictions imposed by the economy drive. The general maintenance of wooden floors in the school buildings and the armory is facilitated with their treatment by penetrating floor seal. This product greatly improves the appearance of the floor and its utility.

In all areas under the supervision of the Business Manager the hiring of satisfactory help and its retention are very serious problems. Well qualified personnel are either scarce or they command a wage rate so much higher than is paid at Girard College that they cannot be interested. As a result we employ

many individuals who are neither reasonably competent nor willing to stay more than a very short time. Turnover of personnel, therefore, is so high as to be detrimental to all the business operations affected.

A new Champion three-tank dishwasher was installed in 1956. This modern machine greatly increases the efficiency of the whole dishwashing service.

During 1956 the cost per meal was \$0.228, which contrasts with \$0.233 in 1955. The number of meals served was 971,133. A total of \$215,585.03 was expended for food.

There was much less complaining about the meals served than has sometimes been true in the past. Likewise the student work program in the dining rooms and kitchens functioned smoothly under the supervision of Mr. John D. Myers and Mr. Benjamin Rothberg of the professional staff. This important activity not only is of basic assistance to the Food Service but of great importance in the training of boys to contribute their share of labor to a family enterprise. All relationships involved were smoother because of the efficient and imaginative cooperation by Mr. George B. Diamant, Food Service Manager.

The United States Department of Agriculture donated considerable amounts of food to us under the Surplus Foods Program. It was valued at almost \$16,000.00. From the School Luncheon Program we received amounts equal to \$12,680.07.

No new equipment was purchased for the laundry in 1956. One of the 40" extractors, however, was converted to employ air-operated braking instead of the less positive hydraulic action. A protective covering of sheet metal was placed on the walls of the vestibule of the main entrance, and also some in the receiving room, to eliminate continual plaster repairs where the large laundry delivery carts frequently bumped.

Production figures show 1,477,410 pieces of laundry handled by thirty-five persons; six and sixth tenths percent of them were laundered for employees. The manager of the laundry comments upon the increased volume of employee's laundry which has resulted from the introduction of many new resident staff members.

Mr. Heywood M. Wiley, Foreman of the Laundry, is recog-

nized as outstanding in the field of institutional laundries. In 1956 he published an article "Wool" in the magazine "Institutions." He served on the faculty of a laundry institute sponsored by the United Hospital Fund of New York City. He was one of the oral examiners for the position of Laundry Supervisors for the Philadelphia Civil Service Commission. Likewise he prepared questions used in a similar examination by the New York State Civil Service Commission. Long an officer of the Institutional Laundry Managers Association, this year he served as chairman of the program committee for its national conference held in Memphis, Tennessee.

The difficulty in keeping a service force of reasonable competency has already been referred to in this report. Two studies by the Business Manager made during 1956 threw further light on the problem. It is estimated as a result of these investigations that to bring the wages of our maintenance, mechanical, and custodial groups up to the institutional levels found elsewhere would cost a minimum of \$25,000.00 per year. Prevailing union rates of pay will require a much larger expenditure.

In the same connection about 30% of our service force has passed sixty years of age, yet it is among this group that we find those workmen of the old school, who form the solid core of the group; the same situation holds for women also. Within five years the majority of these people will have been retired. To replace them in kind will not only be expensive, but extremely difficult.

A résumé of the major work done in the various buildings in 1956 included the enlargement of an apartment in Allen Hall, the construction of a small apartment on the third floor of Bordeaux Hall, the rewiring of Merchant Hall to meet present-day needs, the addition of a new bathroom in Banker Hall, the remodeling of an older one there, the enlargement of a master's room on the third floor, and the installation of fluorescent lights in large rooms used for study, the laying of a new roof on the Junior School, the renovation of a part of Lafayette Hall to be used as the Student Center, and repairs to the roof and gutters there. Asphalt tile was laid in parts of Bordeaux Hall, Mariner Hall, Merchant Hall, Banker Hall, the Infirmary, and Lafayette

Hall.

Throughout the College there were numerous repair and replacement jobs, for instance, paving operations at weak spots, a great deal of pointing of walls and steps and the installation of new pieces of marble in the high school steps. The entire area of Founder's Hall marble cornice and ashler walls above the columns was inspected for loose sections of marble. Three such sections were removed and replaced with cement and the entire area was pointed.

The laying of the new electric lighting cable throughout the campus was finished. A concrete block and steel storehouse was erected at the west end of the grounds to house motorized equipment. Where needed, trees were pruned, dead ones were removed, saplings were planted, and cavity repair work was performed on others. The trees of Girard College are numerous and much appreciated by all who reside and work within its walls.

The Business Manager and his colleagues carry a tremendous responsibility. Not only is the physical plant an extensive one, but more services are provided to Girard students than to those in almost any other boarding school. This means more employees in a greater variety of positions. How well the job of maintenance and that of operating necessary functions are carried out is best illustrated by the fact that visiting school officials frequently comment on the appearance and condition of buildings, shops, and grounds generally.

The Girard family owes a debt of gratitude to the large number of men and women, who for many years have given of themselves beyond the call of duty, to keep things shipshape and in smoothly running order. Many have grown gray in the service and have left their marks on generations of Girardians. Their jobs are important and essential to the welfare of the school and all who work in it.

The total actual 1956 expenditures for the maintenance of Girard College, aside from extraordinary non-recurring expenditures, retiring allowances, group insurance and Old Age and Survivors Insurance (Social Security), amounted to \$1,868,145.45, an increase of \$36,665.20 compared to the corresponding figure

for 1955. The average number of students maintained was 1034 which represents a decrease of 60 below the number for 1955. The per capita cost of 1956 was, therefore, \$1,806.71, an increase of \$132.60 or approximately 7.9% above the 1955 figure. The addition of retirement allowances, totaling \$158,835.70, the cost of group insurance, totaling \$18,238.45, and Old Age and Survivors Insurance (Social Security), totaling \$26,607.40, to the ordinary expense yields a total of \$2,071,827.00 for ordinary expenditures. Within this total, the per capita cost based on a census of 1034 is \$2,003.70, an increase of \$123.92, or 6.6% above the 1955 figure.

THE DRAWINGS OF 1832

According to several well known experts in the field, among whom may be numbered Mr. Charles E. Peterson of the National Parks Service, Mr. George L. Hersey of Bucknell University, Dr. Robert C. Smith of the University of Pennsylvania, Agnes Addison Gilchrist, author of William Strickland's biography, and Professor James G. Van Derpool, Avery Librarian at Columbia University, the rediscovery of the drawings submitted in the architectural competition of 1832 for the construction of Girard College is a notable event.

These sketches and plans were stored in a cabinet in the arches above the third floor in Founder's Hall from 1885 until October, 1956, and, to all intents and purposes, were lost. Their discovery is an interesting story and is tied up with the moving of the quarters of the Board of the Directors of City Trusts from the once First Bank of the United States to the Stephen Girard Building on South Twelfth Street. The former building was turned over to the National Parks Service to be restored and included as a part of the Independence National Historical Park.

The spacious basement of the Stephen Girard Building was prepared to house the great accumulation of Board of City Trusts' papers and documents, of which those stored in Founder's Hall were a part. While the latter were being transferred, the drawings came to light and were identified and put aside by Mr. William Jamison, the alert Business Manager of the College. He turned them over to Miss Hazel Erchinger, Head Librarian, the custodian

of Girardiana, who knows as much as anyone else about them, save only Marvin W. McFarland, '36, of the Library of Congress in Washington, D.C.

Under Miss Erchinger's guidance they were sorted in a preliminary way, and data was collected about them and the outstanding architects who made them. The Board of Directors of City Trusts approved of their final disposition under a long-term loan to the Historical Society of Pennsylvania, where they will receive not only excellent care, but also great appreciation. They also will be useful to the Society.

The drawings are in good condition and include the work of: Thomas U. Walter, Philadelphia; William Strickland, Philadelphia; Isaiah Rogers, Boston; John Kutts, Boston; Edward Shaw, Boston; Y.J. Stewart, Philadelphia; George Strickland, Philadelphia; John Haviland, Philadelphia; Isaac Holden, Philadelphia; W. Rodrigue, Philadelphia; Charles F. Egelmann; Town, Davis & Dakin, New York; Higham & Wetherwill, New York; John Skirving; Michael De Chaumer; William B. Crisp; and one other unidentified as yet.

Among these drawings there were several extraneous plans by Thomas U. Walter, architect of Founder's Hall, the Girard College main building. They are in the form of a Greek temple. These also included one of the magnetic laboratory built for Alexander Dallas Bache on the Girard College campus, where the first recorded observations of terrestrial magnetism were made on this continent. Another showed the facade of the Contributionship Company building, the ancient insurance company identified by the clasped-hands insignia. A third is for the remodeling of the Philadelphia Library Company's building, and two more show a Greek-style farmhouse and barn erected at Girard College which were long used. There is also a sketch of the first Wills Eye Hospital drawn by Mr. Walter.

The way is now open for a definitive study of these rediscovered drawings by a trained and talented observer. Its results would be a valuable contribution, when written up, both to Philadelphia history and early nineteenth century architecture. The time is particularly fitting because of the great Independence National

Historical Park project and since many of the structures being restored or reconstructed were designed by the architects represented in the Girard College competition. Plans are under way to initiate such a study in 1957.

IN TRANSIT

The pattern of boarding school life is a uniform one, which varies little from year to year. There are entering students to orient and absorb into the routine. New staff members face new adjustments to a strange set of conditions and the acceptance of a testing regimen. Some of both students and staff fail to make the grade; in good schools their number is not great, but they inevitably appear.

At Girard the problem is more difficult because of several factors; for instance, the age of the boys upon entering, the size of the school, and the group method of housing until the senior year. Unless a teacher grasps the vision of the contribution made by the College beyond the academic and the material, he is not likely to be happy. The work is often more demanding than that at other schools. One must give of himself to a greater degree because there are more boys than elsewhere under his supervision and a congregate scheme of living. *In loco parentis* may be either just an idle Latin phrase or a spur to extra effort. Over the years the Girard staff has been constituted largely of people who regarded it as the latter. They have recognized that "hours on duty," is a rather meaningless phrase if you live with fatherless boys. Interest in boys exceeds "hours on duty."

The past year again emphasized the fact that Girard life is in a period of change. Several able men and women teachers of three and four decades of experience reached the retirement age. In their places came new personnel who will either catch the spark and begin to fill the shoes of those they succeed, or who will fall voluntarily, or otherwise, by the wayside. Non-residents, wherever possible, were replaced by residents, which complicates matters because of the need to develop good living quarters for married men and their families. But as the ratio between the two groups alters, the value of the contribution made by those who teach and participate in out-of-school dormitory life as residents

becomes evident. More boys today are closer to staff members than previously, an important goal of the total program.

Almost at the end of 1956, the Board of Directors of City Trusts adopted salary and wage increases recommended for the 1957 budget. This step once again placed the remuneration for professional jobs in a favored status. Resident positions particularly are paid better than in most boarding schools. Wages for maintenance men and other similar positions, however, are still lower than desirable to meet the necessary competition for good personnel.

Money is not the most important factor in securing and holding good people. Teaching and working conditions, in the last analysis, loom larger in the judgment of professional men and women. As long as Girard is able to maintain a reasonable balance between the two, it will continue to enjoy the services of a competent staff. There was some improvement in this area in 1956.

The disappearance of "Institutional Brown" as a color scheme for schoolrooms and sleeping quarters was accelerated. Tinted walls in dormitories and corridors have become the accepted criterion. Color can impart an unexpected life to a building, even to an ancient one.

A visitor, not having seen the college for some years, would find a notable difference in the brightness and attractiveness of all kinds of rooms and the halls as well. Good taste and sound maintenance, in this respect, have gone hand in hand.

The year 1956 was not an unusual year, but one marked by generally good morale and progress. Familiar problems were present; for instance, the securing of satisfactory personnel in all areas. There was an improvement in scholastic achievement and in adult student relations. The enrollment was higher than we expected and as large as the income could support in the familiar dual curriculum. Certain physical improvements had to be postponed because of the lack of funds. More graduates entered institutions of higher education than ever before, and boys seeking jobs in industry were far too few to meet the demand. It was a year quiet and normal, but constructive in human relationships.

The writer of this report is again glad to have the opportunity to express his appreciation to the Board of Directors of City Trusts for their intelligent and consistent support. They have not failed to be concerned with the needs of the College and frequently have suggested constructive means of meeting them. When asked, they have always found time to discuss the inevitable problems which arise; this despite the many demands upon them from a multitude of sources. Girard College is indeed fortunate to be governed by men of large affairs, for they see things in a perspective that is broad and related to the whole operation and maintenance of the school. To boys and staff alike they are the objects of trust, respect, and sincere admiration. We are grateful for their labors on our behalf.

For the cooperation and sympathetic understanding of the professional staff and the splendid performance of those men and women in the service departments who make Girard College what it is, the writer expresses his grateful thanks. To the Vice-President and Business Manager he acknowledges his unpayable debt for their steady, consistent work and helpfulness in all areas under their supervision; they, to him, personify dependability. In 1956 all members of the great Girard family—Board, boys, staff, and alumni—made real progress in cooperation and team play.

"Brothers in Girard" became closer, and the individual student led a richer, more productive existence because he enjoyed a closer fellowship with the rest. Since Girard College, more than ever, offers that kind of education desirable for meeting the demands of modern society, it can face the future with the confidence born of the record of its alumni.

Like Alice's experience in Wonderland, standards maintained are standards raised, since one must run ever faster to stay where he is in respect to them. But the effort is not in vain, for more poor boys will attend College or University in the future than was ever dreamed of in the past. In this race we are, and shall strive to remain, well in the van.

Respectfully submitted,
E. NEWBOLD COOPER

President

APPENDIX A

CHANGES IN STAFF IN 1956

APPOINTMENTS

Mildred Brickley, R.N., General Duty Nurse	January 8
Beverly J. Moore, B.S., Substitute Teacher, Elementary Schools	January 26
Beatrice H. Hearn, Governess, Elementary Schools	April 1
Miriam Jarvis, Practical Nurse	May 1
Eleanor J. Beadle, R.N., General Duty Nurse	July 1
Elsie McDaniel, B.S. in Ed., M.A., Substitute Teacher, Secondary Education	September 1
Robert W. Bush, B.S. in Ed., Resident Master in Music	September 1
George H. Keller, Jr., A.B., Resident Master in Social Studies	September 1
Leon T. Buker, B.A., Resident Master in Foreign Languages	September 1
Ross B. West, A.B., M.A., Resident Master in English	September 1
David B. Kresge, B.A., Resident Master in Social Studies	September 1
Fernand Fisel, A.B., M.A., Resident Master in Foreign Languages	September 1
Robert A. Steele, B.S. in Ed., Resident Master in Physical Education	September 1
Stanford Summers, B.A., B.D., Resident Master in Social Studies	September 1
Alexander F. Scott, Jr., B.A., Resident Master in English	September 1
Kenneth F. Schrepfer, A.B., M.S., Psychologist	September 1
Gertrude G. Ranieri, B.S. in Ed., Substitute Teacher, Foreign Languages	September 1

RESIGNATIONS

Betty L. Cornell, A.B., Substitute Teacher, Elementary Schools	January 20
Henry Schwaneger, A.B., A.M., Housemaster, Secondary Education	January 31
Howard R. Eldredge, A.B., M.C.S., Resident Master in Foreign Languages	February 17
Barbara Ann Varney, A.B., Governess, Elementary Schools	March 31
Herbert A. Schwab, Part Time Teacher, Manual Arts	June 30
Nicole Hebert, Resident Teacher of French	August 31
Paul J. Zdanowicz, A.B., M. Ed., Resident Master in French	August 31
Thomas J. Corrigan, B.S., M.A., Psychologist	August 31
Michael V. Chiodo, A.B., Substitute Housemaster	August 31
Gabriel G. Verbick, B.A., Resident Master in English	August 31
Donald J. Johnson, B. Ed., Resident Master in Social Studies	August 31
James B. Fisher, A.B., M.A., Substitute Housemaster, Banker Hall	August 31

TERMINATIONS

Beverly J. Moore, B.S., Substitute Teacher, Elementary Schools	June 30
Jewell P. Gleason, B.S., Teacher, Elementary Schools	August 31

RETIREMENTS

Elizabeth J. Ritchie, R.N., General Duty Nurse	June 30
Dr. Harry C. Banks, Jr., Mus. Bac., Mus. Doc. (Hon.), A.A.G.O., Director of Vocal Music	September 1
George O. Davis, Assistant Engineer	September 1
Morris Wolf, A.B., A.M., and Ph. D., Head, Social Studies Department	September 1
Linford H. Moyer, Instructor in Manual Arts	October 1
Louise G. Sigmund, B.S. in Ed., Teacher, Secondary Education	October 1
Isabel C. Brown, B.S., A.M., Teacher, Elementary Schools	November 30

TRANSFERS

Robert W. Morrison, B.S., M.S., Instructor in Instrumental Music to Director of Music	September 1
H. Emory Wagner, A.B., A.M., Teacher of History, to Head, Department of Social Studies	September 1
Edgar T. Stephens, Teacher of Physical Education to Instructor in Manual Arts	October 1
John D. Myers, A.B., Housemaster, Banker Hall, to Resident Master in Guidance and Student Supervision	November 16
Benjamin Rothberg, A.B., Phil. B., Housemaster, Mariner Hall, to Resident Master in Guidance and Student Supervision	November 16

DEATHS

Miss Flora Galloway, Retired Governess	January 16
Dr. D. Montfort Melchior, Retired Principal of High School	January 24
Dr. Cheesman A. Herrick, Retired President of Girard College	February 27
Elizabeth C. Dare, Retired Governess	March 14
Mrs. Elizabeth M. Saylor, Former Governess	December 4

APPENDIX B

STAFF OF SUMMER SCHOOL, 1956

Supervisor.

Mr. Charles K. Hay

TEACHERS

Mr. I. Edward Branhut

Mrs. Ethel F. Davis

Mrs. Dorothy H. Furman

Mr. Jacob D. Geiger

Miss Laura Harman

Mr. Stanley F. Kasprzyk

Mr. William H. McClintock

Mr. Edmund O. Mueller

Mr. Norman B. Shrenk

APPENDIX C

GRADUATES

Following are the names of those who were graduated from the College in 1956:

Howard Anton†
Jerome Niles Batalsky†
Ralph Joseph Becker
Nicholas John Bertino
Thomas Edward Bilheimer
William Henry Boell
William Arthur Booker
Anthony Bralczyk†
Theodore Edward J. Breault
William Albert Briggs†
Charles Lee Brown
Virgil Alfred Brown
Ralph George Bruno
Lawrence Carola
Richard Alan Chadwick†
Carl William Corbin
Peter Corridoni
Peter Costello
William Gordon Crane
James Edward Craun
William Towner Darling
Anthony Joseph Diorio
George Sebastian Dornbach
Thomas Homer Eckard
James Vincent Erario
Andrew Ermilio
Joseph Clifford Flanagan
Edward Joseph Fritz
Robert David Harbison
Carl Havira
Donald Richard Hempel
Gary Ivor Hodgson
Robert Edward Holzinger
Richard Houghton
Harry Johnson

Robert Wayne Jones
Donald James Koltiska
Howard Ellis Krachman
Jerry Livingstone Lawson
Barry Edward Lewis
Donald Frederick Lewis
Richard William Linthicum
Robert Glenn Long
Richard Kent Lydic†
Mitchell Lyons
Edward Dreifuss Malumphy
Thomas McCabe†
Donald Bruce McGheet†
Robert Melvin
Mark Wayne Miller
Joseph Julius Miron
Joseph Robert Morgan
William Louis Moroz
Junius Bruce Nelson
Robert Marks Newlin
Jon Valiant Newton
Thomas Joseph Panfili
Giustino Pelagatti
Herman Frank Pearson†
Harry Ewart Price†
Bernard Pudimott
Martin Pustilnick
George Benjamin Richner
Robert Alton Roach†
Richard Bramwell Roberts
Joseph Peter Ronczka
Allen Milton Schoffstall
Abraham Louis Sheitelman†
Raymond Shelesky
Roy Stewart Shiels

Nicholas Joseph Silvano
William George Smeader
John Woodrow Harris Smith
John Smyth
John Paul Snyder
William Joseph Stalford
George Arthur Steinhoff
William Howard Stone
Harry Joseph Taylor
John William Tevin

Eugene Thomas Walendziewicz†
Charles Gregory Walker
William Lloyd Wehrung
Robert Samuel Wiggins
Edward Witkowski
Frederick William Wood
Jon Timothy Worrell
Stanley Anthony Wybranski
Michael Exarez York
Fred Richard Zimring

† National Honor Society